

## DOCUMENT RESUME

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AUTHOR Woal, S. Theodore  
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## ABSTRACT

After an introductory section explaining and diagraming the career education philosophy, the self-awareness and career awareness guide for the elementary level describes the model's rationale and outlines its objectives. The guide briefly outlines the following topic areas: (1) the self- and career awareness aspects of a career education program for children aged 6-12; (2) K-2 self-awareness concepts and areas for career awareness exploration; (3) grade 3 concepts for the themes of self-discovery and the production, processing, distribution, and use of food, clothing, and shelter; (4) grade 4 activities for exploring the self, the home, the community, the school, and the basic skills necessary to participate in the world of work; (5) grade 5 and 6 phases of career awareness, the role of community helpers in career awareness, ancillary activities, and teacher-guided projects; (6) hands-on activities related to technology, career material centers, industry demonstration centers, publications of the Room to Grow Model, and a brief outline of career exploration suggestions for grades 7 and 8. A reference list concludes the document. (JR)

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A W A R E N E S S

S E L F

C A R E E R

K - 6

and  
GRADE 7 and 8  
EXPLORATION

A UNIFIED CAREER EDUCATION PROGRAM

ROOM TO GROW

MODEL

Philadelphia School District, Pa.

DIVISION OF PUPIL PERSONNEL AND COUNSELING

Helen E. Faust, Director

ALTHEA L. COUSINS

Prepared by S. Theodore Woal

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## A STATEMENT OF CAREER EDUCATION PHILOSOPHY

Sidney P. Marland, Jr., U. S. Commissioner of Education, writing in the current summer issue of the Occupational Quarterly Outlook, noted that:

"while career education would embrace many of today's vocational and technical education's skill producing activities, it would fully integrate career orientation and preparation into the academic curriculum for all students at ALL GRADE LEVELS."

Discussing the school model for career education he states, "the school model calls for reconstructing our elementary school curriculum to begin to familiarize youngsters in primary grades with basic information about occupations."

One of the factors that distinguishes this concept from traditional presentation of vocational information is "...that it will be offered as part of the curriculum for all students...it will permeate the entire spectrum of a youngster's education from kindergarten through high school."

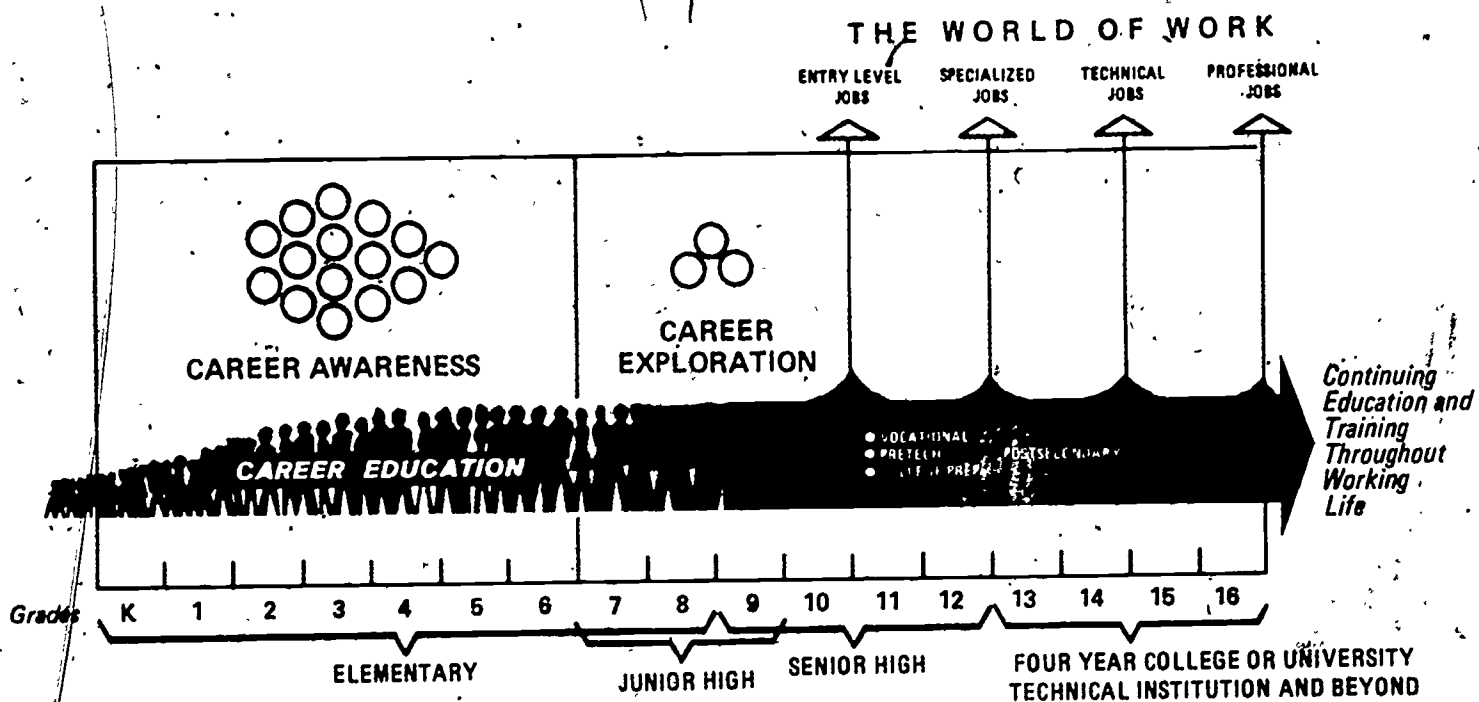
In the elementary school the revised curriculum should relate reading, writing, arithmetic and all concomitant studies to the reality of the world of work. In the Education Briefing paper issued by the U. S. office of Education in May, 1972, the Commissioner states "...curriculum specialists organize course work in social studies to include future job possibilities such as historian, geographer, artist, painter, engineer, etc..."

This goal at the elementary level as described by the Commissioner is:

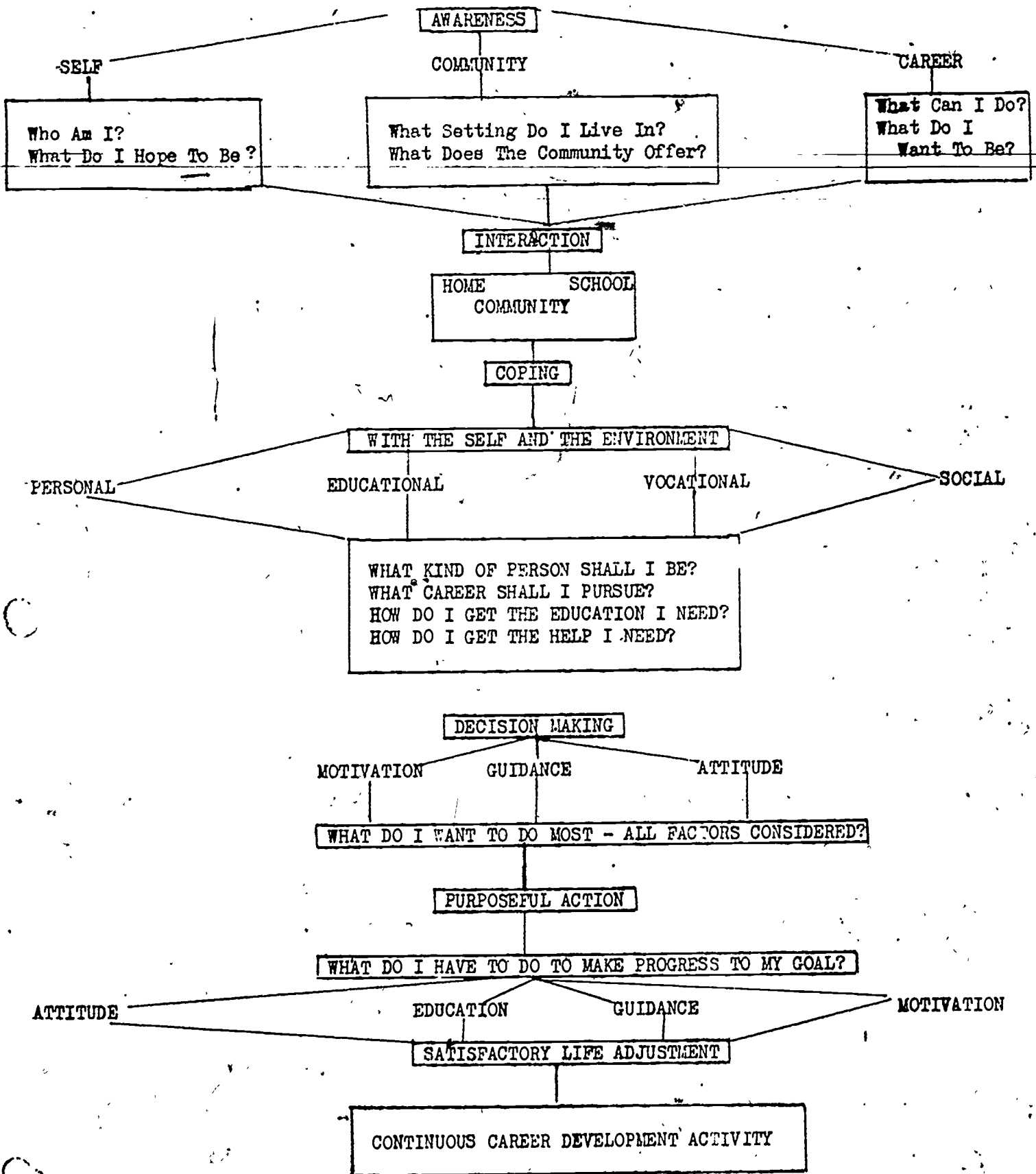
"to develop in pupils attitudes about the personal and social significance of work; to develop each pupil's self-awareness; to develop and expand the occupational awareness and the aspirations of the pupils; and to improve overall pupil performance by unifying and focusing basic subjects around a career development theme."

## A SOLUTION...

An Example of a **CAREER EDUCATION** Model



# A CAREER DEVELOPMENT MODEL



# 1.0 SELF AWARENESS..CAREER AWARENESS

## THE ROOM TO GROW MODEL

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2.0 THE ROOM TO GROW MODEL

**THE RATIONALE:** Interest in career development begins early in life. The experiences of childhood set the stage for later vocational decision making. Vocational choice is not a single choice, "an event in time," but a series of choices which are made as the individual passes through various stages of his development. Vocational development is seen by Super as an implementation of a self-concept, by Havighurst as achieving an ego involving job and by Roe as related to personality differences which are rooted to a considerable extent in childhood experiences. A person's career pattern has many determinants - his family, socio-economic level, mental ability, sex role, personality characteristics and the opportunities to which he is exposed.

THE CHALLENGE:

1. To develop a positive and realistic self concept.
2. To develop an awareness of the relationships between the self and others.
3. To develop an appreciation of the dignity of the individual.
4. To develop broadened occupational horizons.
5. To develop wholesome attitudes toward the need for all types of work.
6. To develop a comprehension of the effective use of leisure time.
7. To develop the concept that "interests" and "vocational goals" change as the maturation process proceeds.

OBJECTIVES:

1. To promote a more positive self concept and self understanding.
2. To increase awareness of the great variety of occupational roles and career opportunities in the world of work.
3. To develop positive attitudes about the worth and dignity of all work.
4. To develop an understanding of the relationship between education, training and career opportunities.
5. To increase the involvement of parents and the relationship between home and school in the career development process.
6. To give students experiences with Hands On Activities involving tools and technology.

### 3.0 SELF AWARENESS

During the years six to twelve the self awareness aspect of a career education program would include:

1. Achieving an appropriate dependence-independence pattern
2. Achieving an appropriate giving-receiving pattern of affection
3. Relating to changing social groups
4. Developing a conscience
5. Learning one's psycho-socio-biological sex role
6. Accepting and adjusting to a changing body
7. Managing a changing body and learning new motor patterns
8. Learning to understand and control the physical world
9. Developing an appropriate symbol system and conceptual abilities
10. Relating one's self to the cosmos
11. Introducing the decision making process

### 3.1 CAREER AWARENESS

During the years six to twelve the career awareness aspect of a career education program would include:

1. Increasing awareness of the great variety of occupational roles and career opportunities in the world of work.
2. Introducing the "cluster" concept of career opportunities
3. Developing the concept of the dignity and worthiness of work
4. Developing the concept of the interdependence of work
5. Experiencing "hands-on" activities, tools and technology
6. Exposure to occupations through a multi-media approach



(4)

4.0 SELF AWARENESS K, 1, 2

CONCEPTS

4.1 ~~Learning about myself~~

4.2 Learning about my classmates

4.3 Learning how to share (working together, interaction with group)

4.4 Developing the ability to share affection (helping others)

4.5 Developing the ability to take directions

4.6 Adjusting to expectations resulting from improved muscular control

4.7 Exploration and decision making in an expanding environment

4.8 Comprehension of the interdependence of all people

5.0 CAREER AWARENESS

The theme for grades K, 1, 2 is:

"Who are the people who help me?"

"How do these people help me?"

1. Kindergarten

- 1.1 My Family Helps Me The extended family (related) and how they help me.
- 1.2 What the members of the extended family do to help me (jobs and responsibilities).
- 1.3 The kindergarten teacher (and aide) are included in the family cluster as the first workers outside of the family constellation who help the child.

2. Grade I - My School Family Helps Me

- 2.1 The people in the school who help a 7 year old
- 2.2 The complete school cluster
- 2.3 Ancillary and supportive helpers (doctors, nurse, counselors, etc.)

3. Grade II - My Community Helps Me

- 3.1 The workers in the immediate school community with whom the 8 year old comes into contact.
- 3.2 "The places we go" - "The people we see"

6.0 SOME AREAS TO EXPLORE IN CAREER EDUCATION

K, 1, 2

Kindergarten -

1. Workers the children meet as they go to and from school.
2. Identifying workers by the kind of hats they wear.
3. Identifying workers by the kind of clothing (uniform) they wear.
4. Identifying workers by "HOW THEY HELP US".
5. Relating the hardware in the kindergarten milieu to occupations.  
(i.e. building blocks, toy telephone, paints, brushes, tables, chairs, animals, letters, numbers, street signs, etc.)

Grade I -

1. CONCENTRATION on our school workers
2. People (workers who use "letters" such as the mailman, the secretary, the teacher, etc. since they are learning to use letters)

Grade II -

1. "Places we go"
2. Dentist, doctor, supermarket, shoe store, clothing store, movies, museum, etc. - THE KINDS OF WORKERS FOUND IN THESE PLACES

7.0 GRADE THREE

To develop in students attitudes about the personal and social significance of work; to develop each student's awareness (self); to develop and expand occupational awareness and the aspirations of students; and to improve the overall student performance by unifying and focusing basic subjects around a career development theme:

## A UNIFIED CAREER EDUCATION PROGRAM TO DEVELOP

.....Self Awareness

.....Positive Attitudes About the Social and  
Personal Significance of Work

.....Occupational Awareness

.....Higher Aspirational Levels

## CONCEPTS

7.0 . . . . . Discovering Myself

7.1 . . . . . Producing, Processing and Using the Food We Eat  
"A Hamburger and a Milkshake"

7.2 . . . . . Producing, Processing and Using the Clothing We Wear  
"Making a Dress"

7.3 . . . . . Producing, Processing and Building the Houses We Live In  
"Our Shelter"

Projects include an exposure to the cluster of occupations associated with the production, processing, distribution and use of food, clothing and shelter.

## 7.0 DISCOVERING MYSELF

PURPOSE: To demonstrate that each child has positive qualities, interests and aspirations.

### CONCEPTS

- 7.1 All children are different in a special way.
- 7.2 Children like to become someone else sometimes.
- 7.3 During free time, a child really is an individual.
- 7.4 Every child is good at something.
- 7.5 Each child has his own personality.
- 7.6 Every member of the family has some kind of job.
- 7.7 People have always had jobs but did not always have a choice of jobs.
- 7.8 Some childrens' names came from jobs their ancestors had.
- 7.9 Each child thinks about what he wants to do when he grows up.

7.1 WORKING TOGETHER TO PRODUCE, PROCESS AND USE  
THE FOOD WE EAT

CONCEPTS .

- 7.11 Man cannot survive without food.
- 7.12 All living things need food.
- 7.13 The search for food was man's first occupation.
- 7.14 Tools are necessary for man to obtain food.
- 7.15 Machines are necessary for quantitative production of food.
- 7.16 Transportation facilitates trade of products and helps to get them to the consumer.
- 7.17 Communication establishes the needs for particular foods.
- 7.18 Advertisement increases the sale or exchange of food.
- 7.19 Consumer education promotes the improvement of food standards.
- 7.20 Modern technology increases the quality of food production.
- 7.21 Cultures are influenced by the availability of foods.
- 7.22 Languages have vocabularies derived from food.
- 7.23 Some foods have an international origin.
- 7.24 Foods have classifications.
- 7.25 Man needs a balanced diet:
  - A. Meat
  - B. Vegetables and fruit
  - C. Dairy
- 7.26 A diet consists of meals.
- 7.27 A menu is a planned meal.
- 7.28 "A milkshake and a hamburger."

CLOTHING

7.2 WORKING TOGETHER TO PRODUCE, PROCESS AND MAKE  
THE CLOTHING WE WEAR

CONCEPTS

- 7.29 Our clothing comes from plants and animals and some are man made.
- 7.30 Climate and soil have an important influence on production of plants that yield the raw material for clothing.
- 7.31 Cotton is an important plant fiber that is used in making clothing.
- 7.32 The conversion of raw materials to clothing includes many processes
- 7.33 Designing and producing clothing requires many different workers and jobs.
- 7.34 Machines are used to make it easier and quicker to make clothing from fibers.

## 7.3 SHELTER

WORKING TOGETHER TO PRODUCE, PROCESS AND BUILD THE HOMES WE LIVE IN  
CONCEPTS

- 7.35 People, animals and insects have similar needs.
- 7.36 People, animals and insects have different needs.
- 7.37 Animals' and insects' shelters differ from people's shelters.
- 7.38 Houses of any kind are called shelters.
- 7.39 Different materials are used to make different types of shelters.
- 7.40 People in all parts of our country work to produce building materials.
- 7.41 Many different people are needed to build a shelter.

This project utilizes the Inquiry Method, this technique releases the natural ability of the children and their tendencies to become involved and interested. It promotes language arts through speaking activities and discussions that allow even the non-reader to participate. Questions posed are designed in such a way to aid the teacher in the development of the concepts stated, and are not rigid. This flexibility enables each teacher to develop his or her own special qualities. Questions bring responses and participation promotes interest.



8.0 GRADE FOUR

- 8.1 The "self" attempts to motivate the student to look at himself and others in a way which increases his understanding and appreciation of both himself and his classmates.
- 8.2 The relationships between the student, his family, his peers, and his teachers opens the door to the exploration of the vocabulary roles of people in his community.
- 8.3 The "world of work"; a glimpse into the workers in the community, exposure to the basic skills that are necessary to participate in the "world of work", the dignity of work and how dependent each person's work is on the work of others.

AN INTRODUCTION TO TOOLS & TECHNOLOGY.- "HANDS-ON" ACTIVITIES.

8.1 SELF AWARENESS - "THE SELF"

CONCEPTS

8.11 I am a distinct physical being

- 1.1 That's you in the mirror
- 1.2 Silhouettes
- 1.3 Autobiography
- 1.4 Fingerprinting

8.12 I have grown

- 2.1 How we have grown board (photographs then and now)
- 2.2 Outgrown items (clothing, shoes)
- 2.3 Then and now (worksheet - what I could do at 3, 6 and now)
- 2.4 Role playing (behavior acting out - young child and older child)

8.13 I am like other people

- 3.1 The line-up (shapes, sizes, etc.)
- 3.2 Likes and dislikes

8.14 I am different from other people

- 4.1 Facial configurations (round, oval, square, etc.)
- 4.2 Pen pals (describe yourself to an unknown)
- 4.3 Show and tell

8.15 People depend on each other

- 5.1 A day in the life of \_\_\_\_\_.
- 5.2 I would like to be \_\_\_\_\_.

## 8.2 AWARENESS - THE HOME, THE SCHOOL, THE COMMUNITY

Self-Awareness - the relationships between the pupil, his family, his peers and his teachers.

Career-Awareness - The beginning of the exploration of the vocational roles of the workers in the community.

### 8.21 My home - all the people in my family

- 1.1 Family tree
- 1.2 Comparative family structure (child's family - family from other culture)
- 1.3 What job does each person do in the home
- 1.4 What job does each person do outside the home
- 1.5 How the jobs inside and outside the home reveal the "whole" family make-up
- 1.6 How did you learn your job (interview with a worker)

### 8.22 The school

- 2.1 What do you do by yourself
- 2.2 What do you do with others
- 2.3 Who are the people that help you in school
- 2.4 Who and what does it take to make a school run

### 8.23 The community

- 3.1 How do parents and the community plan a school
- 3.2 What will our school look like
- 3.3 Let's build a school

### 8.3 CAREER AWARENESS

A glimpse of the workers in the community, exposure to the basic skills that are necessary to participate in the "world of work", the dignity of work and how dependent each persons work is on the work of others. Tools, technology & "HANDS-ON" ACTIVITIES

#### 8.31 Who builds a school

- 831.1 Tour of the school
- 831.2 List natural resources found in objects observed during tour of school (stone, wood, metal products, etc.)
- 831.3 Categorize jobs that utilize natural resources collected (as found in school structure)
- 831.4 Resource persons to describe jobs that go to make a school

#### 8.32 Other institutions in our community

- 832.1 A walking tour of the school community
- 832.2 Research on job clusters found in community structures
- 832.3 Resource persons to discuss job clusters

#### 8.33 Interdependence of workers

- 833.1 Community map with school as hub
- 833.2 Job clusters found in buildings in community
- 833.3 Relationship and interdependence of jobs

#### 8.34 Review of learnings

- 834.1 Constructing a school community (art and craft)
- 834.2 Writing poems and stories
- 834.3 Arithmetic of planning a school
- 834.4 Social study of school function

9.0 GRADES FIVE AND SIX

CONCEPTS

1. Enlarging the student's awareness of the World of Work.
2. Developing an awareness of the relationship between home, school and the World of Work.
3. Developing an acceptance of individual differences.
4. Developing an awareness of the need for many kinds of work for people in our society.
5. Enhancing self dignity and the acceptance of self.
6. Developing the concept of the dignity of work.
7. Developing a comprehension of the effective use of leisure time.
8. Working with tools and technology of industry (Hands-On Activities).

## 9.2 FOUR PHASES

- . . . Teacher guided projects
- . . . Dialogues with workers from industry and business and upper schools
- . . . Pupil created activities and class projects
- . . . Trips into the World of Work

### TEACHER GUIDED PROJECTS

- 9.21 The teacher manual and student workbook aids in developing a series of teacher guided projects to fit the needs of the students.

### DIALOGUE WITH WORKERS

- 9.22 It is through dialogue with resource persons from private industry, governmental agencies, business and upper schools that students become acquainted with the "world of work."

Students have the opportunity of questioning in an informal atmosphere and each student is encouraged to express himself in his own style in accordance with his needs.

### PUPIL CREATED ACTIVITIES CLASS PROJECTS

- 9.23 Individual student activities and class projects aim at enabling student to:
- . . . discover the research process
  - . . . express and appreciate their natural interests
  - . . . see other curricular activities in relation to career goals
  - . . . have a "hands-on" experience
  - . . . experience an "esprit de corp" through working together

### TRIPS INTO THE WORLD OF WORK

- 9.24 . . . students have the opportunity to observe people at work, using the machines and technology of industry and business (HANDS-ON ACTIVITIES)

## 9.5 COMMUNITY HELPERS

The community plays an important role in the ROOM TO GROW program. Parents and other community residents appear as resource persons, act as helpers on trips, greet other resource persons visiting a school, aid in developing bulletin boards for the program, participate in resource persons' discussions, help gather material for student projects and arrange ROOM TO GROW programs for Home and School Association meetings.

## 9.6 ANCILLARY ACTIVITIES

There are numerous correlated curricular and supplement enrichment activities in the ROOM TO GROW program.

Arithmetic is learned by determining salary differentials for various occupations, calculating the hourly wage for different jobs, determining wage and withholding tax and calculating other deductions from weekly salaries.

Written expression is developed through letter writing to obtain resource persons, requests for literature and information and letters of thanks. Articles about jobs are written for publication in school and community papers.

Students use many diverse materials as part of the ROOM TO GROW activities. They include newspapers, magazines, games, slides, television and radio, periodicals, maps and globes, charts, pictures and diagrams, recordings and tapes, graphs and tables, books, toys and scrapbooks, role playing, and simulations.

## 9.7 TEACHER GUIDED PROJECTS

1. Awaken in the child a sense of excitement and hope about himself and his possibilities as an adult.
2. Use the child's innate curiosity and delight in discovery to help him develop a positive self-concept.
3. Provide experiences through a variety of activities that enable the child to expand his vocational and occupational awareness.
4. Develop a desirable and effective approach to the process of career choice.

Orientation

Orients the child to the program and to the roles in the World of Work.

Projects

## I. WHO AM I?

- a. Encourages feelings of self-awareness
- b. Enables the child to perceive himself now within the context of the past and present

## II. WHAT I DO WHEN NOT IN SCHOOL

- a. Continues to strengthen self-concept by stressing individuality within his peer group

## III. I AM PROUD

- a. Encourages the child to share his feelings with his peers

## IV. MY IDEAL WORLD

- a. Encourages the child to look ahead into the future

## V. MONEY

- a. Introduces the child to the rationale behind our monetary system

## VI. JOBS IN SPECIAL SETTINGS

- a. Encourages the child to look at the vast number of jobs within specific settings - present and future

## VII. JOBS AND PRODUCTS

- a. Encourages the child to look at the vast number of jobs needed to develop and produce a single product



VIII. EXPLORING THE WORLD OF WORK

- a. Helps the child begin to explore the present world of work
- b. Gives the child insight into the process of job seeking

IX. JOBS AND ABILITIES

- a. Stresses the fact that different jobs require different abilities

X. JOB APPLICATION

- a. Extends the process of job seeking to job acquiring
- b. Exposes the children to the types of questions they will have to answer on an application form

XI. THE INTERVIEW

- a. Through role playing the child becomes involved in one step of the selection process.

XII. EVALUATION

- a. Provides feedback from the child concerning the ROOM TO GROW program

## 10.0 TECHNOLOGY: HAND-ON ACTIVITIES

Experiences involving technology of materials and equipment will be an integral component at each developmental level. The students will be involved with touch, feel, make, and manipulating experiences at all developmental levels. The hardware of kindergarten (building blocks, paints, brushes, tables chairs, etc.) will be utilized as materials at this level. Parental demonstrations utilizing "tools of their trades" will be encouraged at all levels, as will resources of the school community (manufacturers, printing shop; pharmacist, typewriter repair store, etc.). Governmental agencies (post office, naval air station, I.R.C., city departments and state agencies); and viable private organizations (G.E., Philco, Bell Telephone, etc.) will be included.

The Industrial Arts (shops within the school), home economics shop, will be utilized for the development of hand-on activities for all grades - for participants to learn both how to use tools and materials and occupations in these clusters.

Commercially developed games, simulations and projects which have been developed by Room to Grow (see reference on materials-game book) will be used. Jig-saw puzzles, cut-outs developed by Judy Co., Instruction Company and others.

Upper level students (grades 5-6) will develop "hand-on" projects to simulate technology and materials and will utilize these projects as models when working with younger students.

The classroom will be used to simulate a bank, and small retail establishments to give various job experiences.

The upper grades could actually produce a "salable" product and set up a "small business" with the help of a local merchant.

## 11.0 CAREER MATERIAL CENTER

Within the I.M.C. a complete Career Material Center will be established, occupational literature, booklets, films, film strips, viewing equipment materials developed by the students - in the area of technology, tools, or written data. This will include "films and film strips developed by the students - and a Newspaper which will report on all career edition activities (all job clusters involved in printing, graphic arts - operated by students).

## 12.0 INDUSTRY DEMONSTRATION CENTER

Include temporary and permanent displays, demonstration by representatives of industry (private and public) and business organizations and agencies. This will be the place where resource persons from above noted will meet students for demonstrations and discussions. Much of the demonstration material will be of such a nature as to be assembled-disassembled and operable by students. Upper level students will demonstrate for young students.

## 13.0 Publications ROOM TO GROW

CAREER EDUCATION IN THE MIDDLE YEARS

LINE NUMBER 546622

WORKBOOK FOR CAREER EDUCATION IN THE  
MIDDLE YEARS

LINE NUMBER 546626

RESOURCE GUIDE FOR CAREER EDUCATION  
IN THE MIDDLE YEARS

LINE NUMBER 546624

CAREER EXPLORATION BOOKLETS  
(ILLUSTRATES IN PICTURES AND TEXT  
18 JOB CLUSTER AREAS)

Commercial and Communications

LINE NUMBER 547662

Government and Service

LINE NUMBER 547664

Skill and Mechanical

LINE NUMBER 547666

CAREER EXPLORATION BOOKLET:

"A Look Into Your Future"...Electronics  
and Aerospace  
(Secondary Education Textbook  
Requisition List, P. 338)

LINE NUMBER 102101

TO BE ISSUED February, 1973

GAME AND ACTIVITY BOOK FOR CAREER  
AWARENESS AND OCCUPATIONAL AWARENESS

DIRECTORY OF RESOURCE PRESENTERS (ROOM TO GROW)

VOCATIONAL GUIDANCE SERVICE

SCHOOL COMMUNITY RESOURCE LOCATER (ROOM TO GROW)

VOCATIONAL GUIDANCE SERVICE

CAREER GUIDANCE IN THE ELEMENTARY SCHOOL

VOCATIONAL GUIDANCE SERVICE

ROOM TO GROW - GRADE FOUR - CAREER GUIDANCE IN  
ELEMENTARY SCHOOL

LINE NUMBER 547522

ROOM TO GROW - GRADE THREE - TENTATIVE AND  
EXPERIMENTAL

#### 14.0 UPPFR MIDDLE YEARS CAREER EXPLORATION

- 1.0 The Upper Middle Years (7-8 grade) are the years of Career Exploration activities based on career awareness developed during the K-6 period. Career exploration during these years (7-8 grade) includes the following:
  - 1.1 Expanding career information pertinent to as many job clusters as available (local and national)
  - 1.2 Exploration of "clusters" which appear to have applicability to the student's interests, abilities, capacities, as determined by interest inventory, skill test batteries and achievement testing and other valid counseling and guidance dimensions. (Including group counseling)
  - 1.3 Systematic training in the decision making process as a reflexive tool for selection of a job cluster of valid concern to the student and for appropriate subject selection
  - 1.4 Knowledge of tools and technology
- 2.0 Career Exploration (Media)
  - 2.1 Film - film strips
  - 2.2 Resource speakers (demonstration)
  - 2.3 Trips into the world of work
  - 2.4 Occupational information
    - 2.41 From industry associations
    - 2.42 Company developed
    - 2.43 School system developed
    - 2.44 Student developed
  - 2.5 Direct observation (in plant-under company supervision)
  - 2.6 Observation at Vocational-Technical Schools
  - 2.7 VICS or other computer based systems
- 3.0 Technology and Hands-On Activities
  - 3.1 School based shops activities
  - 3.2 By arrangement with industry
  - 3.3 Skill centers exposure
  - 3.4 Vocational Technical School exposure
  - 3.5 Setting Company organizations (in school set-up - i.e. research, manufacturing, personnel, distribution (sales) accounting, etc.)
  - 3.6 Vestibule experiences
- 4.0 Evaluation
  - 4.1 Demonstrate decision making process in simulated or game situations
  - 4.2 Demonstrate decision making process in subject selection procedure
  - 4.3 Demonstrate decision making process in occupational cluster selection appropriate to needs of student
  - 4.4 Reports from various bases of "hand-on" experiences (instruments to be developed)
  - 4.5 Teacher and/or counselor analysis in connection with vocational exploration activities and test results.

## 15.0 REFERENCES

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